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| **Student name**   |

An important way for teachers to record evidence of student learning in Dance is to make anecdotal records while the student performs. Teachers can record information about students’ choreography and performance that will inform teacher judgments. This recording tool is for teachers who are observing dance performances by students in Years 1 to 5.

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| **Focus of observation** | **Observation notes** |
| **CHOREOGRAPHY** |  |
| Does the student show the use of **space** through a variety of elements relevant to the task?(List directions, levels, shapes, pathways, formations.) |  |
| Does the student show the use of **energy** through a variety of qualities relevant to the task?(Circle percussing, sustaining, swinging, collapsing.) |  |
| Does the student show the use of **timing** through a variety of qualities relevant to the task? |  |
| Does the student show the use of **form or structure** through a variety of devices relevant to the task?(Circle repetition, narrative, canon, contrast.) |  |

*(continued on next page)*

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| **Focus of observation** | **Observation notes** |
| **PERFORMANCE** |  |
| Does the studentshow **control** and **clarity** when executing locomotor and non-locomotor movements? (List movements being observed):*
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| Does the student **concentrate** when presenting dance to others, or is the student easily distracted by others in the group or by audience members? |  |
| Does the student **express** their interpretation of the message, ideas or theme of the dance through the dance elements, or does the student simply ‘do’ the movements? |  |
| Does the student when performing with others show they are aware of others in the **space,** and does the student adjust where they are to accommodate others? |  |
| Does the student show they are more comfortable moving with a particular sort of **energy?** (Circle energy types observed: percussing, sustaining, swinging, collapsing) |  |
| Does the student vary the **timing** of movements to suit the dance idea? |  |